DOCUMENT RESUME

ED 025 323 PS 001 484

By- Helge, Sven; Pierce-Jones, John

The Relationship Between Specific and General Teaching Experience and Teacher Attitudes Toward Project Head Start. Part of the Final Report.

Texas Univ., Austin. Child Development Evaluation and Research Center.
Spons Agency- Office of Economic Opportunity, Washington, D.C.
Report No- OEO-4115
Pub Date Aug 68
Note- 43p.
EDRS Price MF-$0.25 HC-$2.25
Descriptors- Cultural Awareness, Cultural Disadvantagement, Identification (Psychological), *Limited Experience, Lower Middle Class, Program Effectiveness, Program Evaluation, Self Evaluation, *Teacher Attitudes, *Teacher Characteristics, *Teacher Experience, Teachers, Teacher Workshops, *Work Experience
Identifiers- Autobiographical And Experience Form, *Head Start

One hundred and forty-five Head Start teachers, from lower-middle class families, attended a workshop in 1965 before working in the Head Start program. During the workshop and again in 1967 they filled out autobiographical and experience forms. The forms were used to test three hypotheses regarding differences associated with differential teaching experiences. Teachers were grouped according to their years of teaching experience and type of experience: i.e., general or with the culturally deprived. Results by analysis of variance indicated significant differences between groups of teachers on variables measuring teachers' perceptions of the effectiveness and acceptance of Head Start, their awareness of the effects of cultural deprivation, their perceptions of their success as Head Start teachers, and a comparison of Head Start and non-Head Start children from similar environments. Generally, the more general the experience, the more stable and positive were the teacher attitudes. The same was true with teachers with no experience or six or more years of specific experience. Due to cognitive traces from previous experience, experienced teachers had greater insight into problem areas and could more easily incorporate new experiences with the culturally deprived. All attitudes of all groups were positive. Areas for additional research in this subject are suggested. Ten tables and several graphs are given. (DO)

U. S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

dup checked

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

PART OF THE FINAL REPORT

to

THE OFFICE OF ECONOMIC OPPORTUNITY

(Contract No. OEO-4115)

CHILD DEVELOPMENT EVALUATION AND RESEARCH CENTER

John Pierce-Jones, Ph.D., Director

The University of Texas at Austin

August, 1968

ED025323

THE RELATIONSHIP BETWEEN SPECIFIC AND GENERAL TEACHING EXPERIENCE AND TEACHER ATTITUDES TOWARD PROJECT HEAD START

by

Swen Helge

and

John Pierce-Jones

PS001484

PART OF THE FINAL REPORT

to

THE OFFICE OF ECONOMIC OPPORTUNITY

(Contract No. OEO-4115)

ED025323

CHILD DEVELOPMENT EVALUATION AND RESEARCH CENTER

John Pierce-Jones, Ph.D., Director

The University of Texas at Austin

August, 1968

THE RELATIONSHIP BETWEEN SPECIFIC AND GENERAL TEACHING EXPERIENCE AND TEACHER ATTITUDES TOWARD PROJECT HEAD START

by

Swen Helge

and

John Pierce-Jones

THE RELATIONSHIP BETWEEN SPECIFIC AND GENERAL TEACHING EXPERIENCE AND TEACHER ATTITUDES TOWARD PROJECT HEAD START

Swen Helge
and
John Pierce-Jones

The University of Texas at Austin

Austin, Texas

ABSTRACT

Approximately 145 female, Head Start teachers participated in this research. Those teachers, from lower-middle class families, attended a Head Start workshop at The University of Texas at Austin in 1965 before working in Project Head Start. At the workshop and again in the spring of 1967 the teachers completed the Autobiographical and Experience Form (Form 25b), an instrument developed by CDERC.

Hypotheses of differences between testings, between groups, and interaction were tested by analysis of variance. For this analysis teachers were grouped according to their years of teaching experience and type of experience, that is, general or with the culturally deprived.

Results of the analysis indicated significant differences between groups of teachers on variables measuring teachers' perceptions of the effectiveness and acceptance of Head Start, awareness of the effects of cultural deprivation, perceptions of their success as a Head Start teacher, and a comparison of Head Start and non-Head Start children from similar environments. Generally, the more general experience, and with no or six or more years of specific experience, the more stable and positive were the teacher attitudes. Due to cognitive traces from previous experience, experienced teachers had greater insight into problem areas and could more easily incorporate new experiences with the culturally deprived. All attitudes of all groups were positive. The first and third hypotheses were partially confirmed.

Areas for additional research in this area were suggested.

THE RELATIONSHIP BETWEEN SPECIFIC AND GENERAL TEACHING EXPERIENCE AND TEACHER ATTITUDES TOWARD PROJECT HEAD START

Swen Helge
and
John Pierce-Jones

The University of Texas at Austin

Austin, Texas

The cognitive structure of an individual can be conceptualized as consisting of a variable number of hierarchically arranged cognitive traces, which account for the continuing representation of past experiences in both the nervous system and present cognitive structure of that individual (Ausubel, 1962). Although the cognitive structure is modifiable and frequently undergoes alteration, modification is dependent upon both the clarity and stability of the particular cognitive structure and the types of experiences to which the structure is exposed. Present traces can be inferred from the behavior that one manifests. If, for example, a teacher manifests negative attitudes toward culturally deprived school children, the inference is made that due to some previously meaningful,

negative experience, or lack of positive experience, a trace of negative attitudes exists in the current cognitive structure of that individual. Thus, the hypothetical construct of a conceptual, cognitive trace can be inferred and quantified by observable behavior, such as a teacher's response to an attitude questionnaire.

The constructs, regarding culturally deprived children, that teachers form are related to the experiences to which these teachers are exposed. A review of the literature shows that the number of years of teaching experience is associated with differential teacher attitudes toward school children. The longitudinal research of Rabinowitz and Rosenbaum (1960) indicates that attitudes of cynicism, hostility and punitiveness show little change with the first three years of teaching experience. Experienced teachers, more than inexperienced teachers, from their study reported less concern with pupil freedom and more concern with the establishment of a stable, orderly classroom and academic standards. Riessman (1962; 1964) reported that the above-mentioned attitude set frequently is associated with middle class teachers and is one of the less effective sets when teachers are instructing disadvantaged children. Wilson and Goethals (1960)

found that there are differences in teacher values associated with years of teaching experience, for example, experienced teachers more than inexperienced teachers indicate the importance of the teacher as a character model as one role of a teacher. Inexperienced teachers, on the other hand, emphasize the importance of education as preparation for a vocation. Friedman, Pierce-Jones, Barron and Caldwell (1967) reported that experienced teachers differed from inexperienced teachers in their attitudes toward Head Start. Kornberg (1963) reported observations that substantiated the difficulty elementary level teachers, who generally come from middle class environments, encounter when working with culturally deprived children. Kornberg proposed that teachers need specific preparation before working with culturally disadvantaged children.

Thus, the literature indicates the importance of experience in the formation of teacher attitudes. That more research on the affects of specific experience--experience with the type of children a teacher will instruct on the formation of teacher attitudes--is needed also is evident from the research literature. In the current investigation a 59-item instrument, Autobiographical and Experience Form, (AEF) was utilized to measure

teacher attitudes toward (1) the effectiveness and acceptance of Head Start, (2) awareness of cultural deprivation, (3) degree of identification with the culturally deprived child, and (4) degree to which teachers perceived themselves to be successful in Head Start.

Hypotheses

The general hypothesis that differences in attitudes toward Head Start will be associated with differential levels and types of teacher experiences with culturally deprived children is congruent with Ausubel's conceptualization of the cognitive structure which can be modified by the effects of present experience on pre-existing cognitive traces.

Hypothesis 1: There will be a significant difference between the pretest (1965) and posttest (1967) teacher attitudes toward Head Start children, as measured by the AEF.

Hypothesis 2: There will be significant differences between groups, as determined by levels of teaching experience, in teacher attitudes, as measured by the AEF.

Hypothesis 3: There will be significant differences in the rate of change of teacher attitudes, as measured by teacher responses to the AEF, among the groups, as determined by years of teaching experience.

Method

Subjects: From a sample of 1000 teachers who participated in a Head Start Orientation and Training Workshop at The University of Texas at Austin in the Summer of 1965, a random sample of experienced and inexperienced teachers were requested, by mail, to complete the AEF. One hundred forty-five teachers composed the sample for this investigation. Scores from the 1965 and 1967 administrations of the AEF were examined to determine whether differences associated with differential teaching experiences were present.

Instruments: The Autobiographical and Experience Form (AEF) developed by CDERC was utilized to determine the pre- and posttest attitudes of the teachers in this sample. This form consists of 59 items, some of which give specific information such as the years of teaching experience, general and specific, of the individual, and some of which are Likert-type statements.

PS001484

Variables: The independent variables for this investigation are levels of both general and specific teaching experience: (1) no experience, (2) one-five years experience, and (3) six or more years experience.

The dependent variables were the mean responses of groups of teachers (grouped according to experiential background) to the Likert-type items of the AEF.

Analysis: Data in this investigation were analyzed by single and double-classification analysis of variance.

Results

The Autobiographical and Experience Form (AEF), was designed to elicit data concerning both the experiential teaching record of teachers and their opinions, impressions, and attitudes of Head Start children. Section A of the AEF was analyzed under several broad categories, for example, description of teacher experience, students and school, teacher's childhood environment, judged effectiveness and acceptance of Project Head Start, awareness of cultural deprivation, and the degree to which teachers perceived themselves as successful. In Section B each of nine variables were considered independently.

Due to variation in subject identification, pre- and postdata were available only on the nine variables analyzed in Section B. Elsewhere postdata were utilized for data analysis. The first hypothesis, therefore, tested for differences between pre- and posttest administrations of the questions contained in Section B of the AEF.

When teacher responses were analyzed without restricting them to experiential groups, that is, when pre- and posttest responses were analyzed with teachers undifferentiated, a significant difference was found. On the pretest teachers emphasized that they expected Head Start children to try harder than non-Head Start children to complete learning tasks. Posttest responses indicated less difference between the efforts of Head Start and non-Head Start children; however, teachers still indicated they expected Head Start children to exert more effort in completing learning tasks. There were no other significant differences between pre- and posttest data of undifferentiated teachers. Table 1 presents a description of each of, and mean teacher responses to, the nine variables.

Table 1

Pre- and Posttest Responses of All Teachers to Items from Section B of the Autobiographical and Experience Form

Item	Mean Response		P
	Pretest	Posttest	
How do your Head Start children compare with your non-Head Start children in:			
1. Social Relationships with their Classmates*	1.7200	1.8533	.6590
2. Being "Ready for School"*	1.6000	1.6400	.7607
3. Completing Learning Tasks*	1.8800	2.1600	.0467
4. Feeling Secure (Less Anxious) in School*	1.6933	1.6800	.9167
5. Controlling their Feelings*	1.9333	2.1067	.2460
6. Their Opinion of Themselves*	1.8933	1.8800	.9200
7. Showing Knowledge and Comprehension of Numbers*	1.8533	1.9067	.7163
8. Their Ability to Think Logically*	1.9067	2.0000	.5604
9. How Well Do You (Teacher) Feel that You Really Identify Yourself with So-Called "Culturally Deprived" Children**	6.8400	6.9733	.6686

*The lower the score, the more superior Head Start is to non-Head Start child; higher score, more superior non-Head Start is to Head Start child. Range of scores is 1 to 5.

**The lower the score, the less able is the teacher to identify with the culturally deprived; the higher the score, the more able is the teacher to identify with the culturally deprived child. The range of scores is 1 to 9.

The data for the second hypothesis were analyzed with teachers broken into groups according to their years of general teaching experience, that is, total number of years of teaching experience, and years of specific teaching experience, or years of teaching experience with culturally deprived children. Table 2 is a tabular presentation of teacher responses, where teachers with no general experience are in group (G1), teachers with one to five years of general experience are in group two (G2) and teachers with six or more years of general teaching experience are in group three (G3), to items categorized under an "effectiveness and acceptance of Head Start" dimension. Of the eleven AEF items included in this dimension, three were significant at the .05 level and three others at the .06 level.

The data indicated significant differences between groups, teachers with more general experience being more enthusiastic about Project Head Start than teachers with little or no experience, according to teacher responses to Head Start as a possible solution to many problems of education. Figure 1 illustrates the relationship between years of general teaching experience and enthusiasm for Project Head Start.

Table 2

Mean Responses and Level of Significance of Teachers, Who Were Divided According to Years of General Teaching Experience, to Items Concerning the Effectiveness and Acceptance of Project Head Start

Item	Group Mean			
	G1	G2	G3	P
1. How you feel, presently, about Project Head Start*	4.4706	4.4918	4.9104	.1105
2. How successful has Head Start been in upgrading the overall educational and personal development of the children***	2.3529	2.3934	1.9403	.0636
3. What proportion of pupils in Summer Head Start programs in Texas were helped significantly*	3.3529	2.8689	2.5672	.0675
4. What proportion of pupils in full year Head Start programs in Texas were helped significantly**	2.8235	2.4426	2.2537	.2653
5. Describe your present feelings of the usefulness of Project Head Start*	5.1765	5.3770	5.3433	.7906
6. Your reaction to problems we face and Head Start**	3.4706	2.5410	2.3433	.0229
Head Start and the Community:				
7. Effect of Head Start on the community it serves**	2.7059	1.8197	2.0299	.5717
8. Effect of Head Start on changes in approaches to child behavior by families with Head Start children**	1.7059	1.8197	1.5821	.1347
9. Attitude of families with Head Start children changed toward school and education**	2.8824	2.1475	2.1343	.0081
10. Change in ability of Head Start children to perform in classroom**	2.7647	2.5902	2.2985	.0423
11. Effect of Head Start on attitudes of children toward school**	2.1765	2.4426	2.1642	.0686

*Lower score is more negative; higher score is more positive.
**Lower score is more positive; higher score is more negative.
***Lower score is more successful; higher score is more unsuccessful.

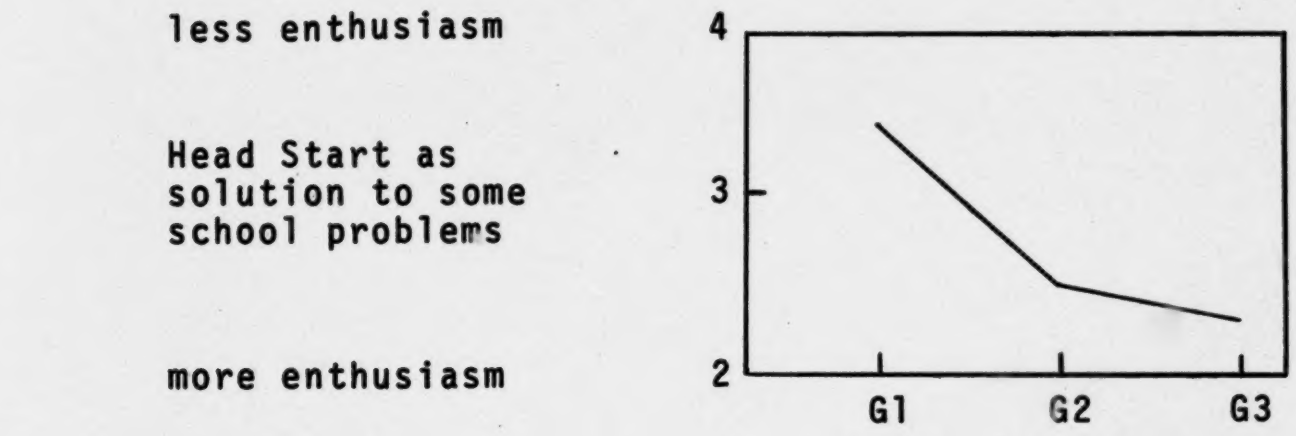

Fig. 1. Reaction to Project Head Start as a Solution to Some Current School Problems as Reported by Teachers Differing in Years of General Teaching Experience

Figure 2 presents the results of analysis of groups of teachers' impressions about changes in attitudes of families of Head Start children toward school and education due to their, that is, the child's and family's, exposure to Head Start. More experienced teachers, reporting more positive change in these attitudes, varied significantly from their inexperienced colleagues. Teachers also differed significantly in their perceptions of Head Start pupils' ability to perform in the public schools after completing earlier Head Start programs. The data indicate that the more experience a teacher has, the more probable it is that she will see Head Start as having a positive effect on the pupil's ability to perform in the classroom. Figure 3 presents these data, graphically.

Another set of questions was included under the category of "awareness of cultural deprivation." Table 3 presents a description of the questions and mean performances of each group as well as the attained level of significance for each question. Analysis of the data showed that there was a significant difference between groups of teachers as they reported the number of years that they have been aware of the effects of cultural deprivation. The longer a teacher had been teaching, the longer she had

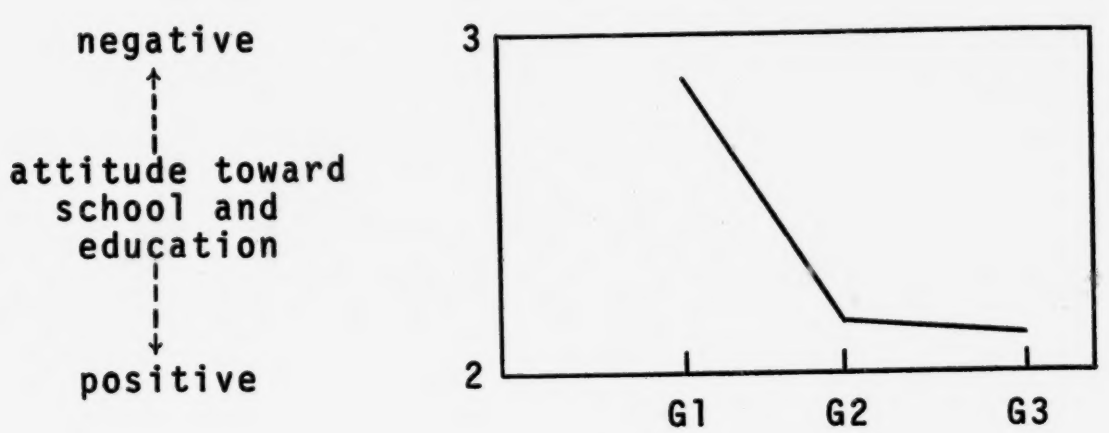

Fig. 2. Changes in Attitudes Toward School and Education By Families of Head Start children as Reported by Teachers Varying in Years of General Teaching Experience

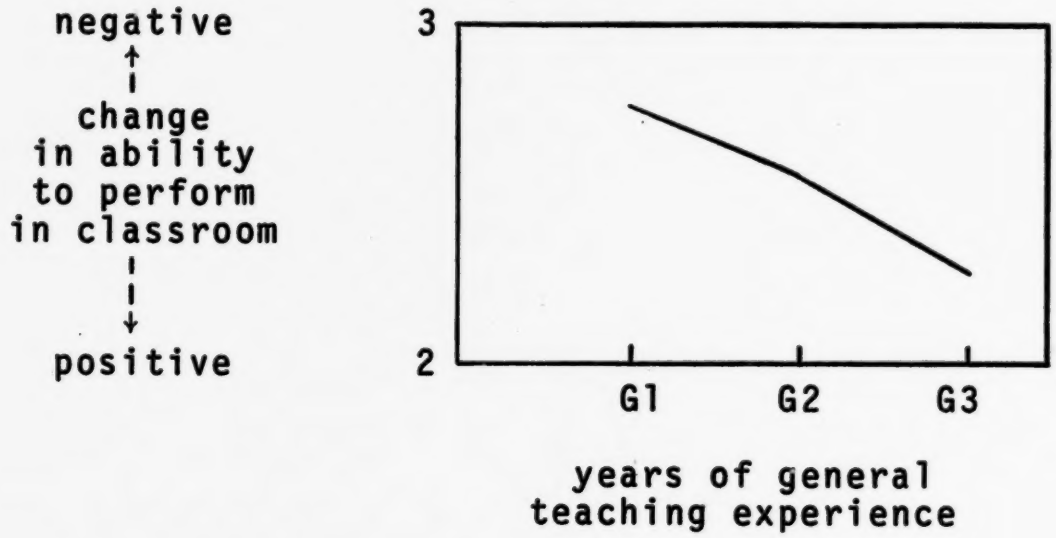

Fig. 3. Effects of Head Start on Children's Ability to Perform in Public Schools After Previously Attending Head Start, as Reported by Teachers Varying in Years of General Teaching Experience.

Table 3

Mean Performance and Level of Significance for Each Group of Teachers, Divided According to Years of General Teaching Experience, to Items Indicating an Awareness of Cultural Deprivation

Item	Group Mean			
	G1	G2	G3	P
1. Extent to which problems of culturally deprived are understood by those who try to help them*	4.0000	3.7541	3.9104	.7781
2. How long have you been aware of effects of cultural deprivation**	3.4706	3.8525	4.2687	.0153
3. Extent to which you read of cultural deprivation***	3.9412	4.4590	4.5672	.1534

*Lower the score, the poorer the understanding; higher the score, the better the understanding. Range of scores is 1 to 7.

**Lower the score, the fewer years aware; higher the score, the greater the number of years aware. Range of scores is 1 to 5.

***Lower the score, the less one reads; the higher the score the more frequently one reads. Range of scores is 1 to 6.

been aware of the effects of cultural deprivation. Figure 4 illustrates the group differences.

Another set of questions indicated the degree to which teachers perceived themselves as being successful in Project Head Start. Mean performance on each of the eight questions for each experiential group and levels of significance for differences between groups are presented in Table 4.

A significant difference between groups of teachers was observed on teachers' rating of their success with their pupils during the summer of 1965. These group differences are shown in Figure 5. Differences in self ratings of success during the summer of 1966 and of success with various ethnic groups, respectively at .08 and .09, were also observed.

No significant differences between groups were observed on the variables from Section B of the AEF when teachers were divided into groups according to their years of general teaching experience. Mean performances and descriptions of questions as well as levels of significance of difference between groups are provided in Table 5.

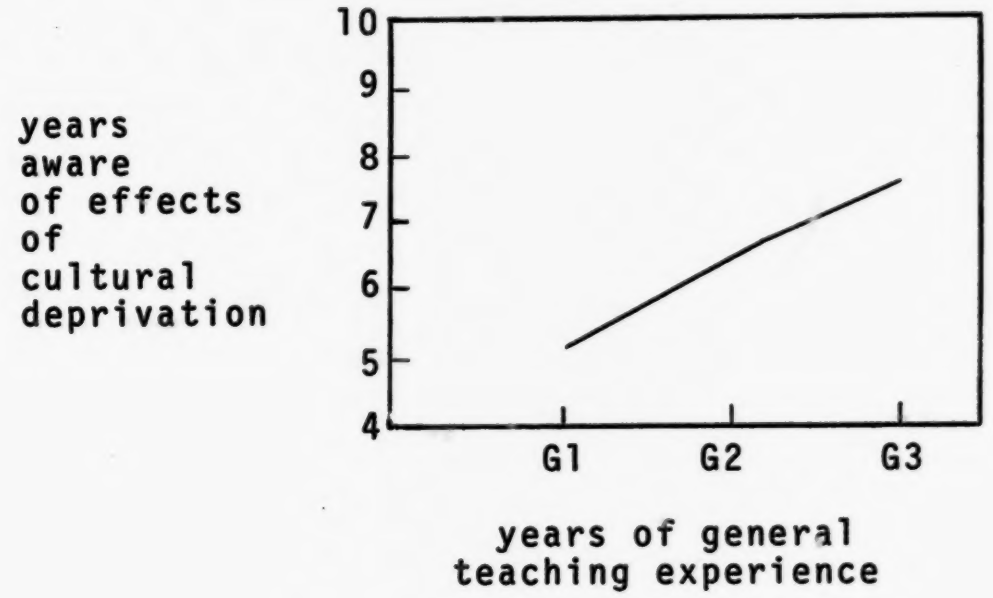

Fig. 4. Length of Time That Teachers, Varied According to Their Years of General Teaching Experience, Have Been Aware of the Effects of Cultural Deprivation

Table 4

Mean Performance and Level of Significance Between Groups of Teachers, Varied According to Years of General Teaching Experience, Indicating the Degree to Which They Perceive Themselves as Successful in Head Start

Item	Group Mean			
	G1	G2	G3	P
1. Would you become involved in Head Start again*	1.4118	1.2295	1.1940	.5999
2. Extent of success of programs in which you have been involved in improving the educational and personal development of the pupils**	2.5882	2.1148	1.9403	.1206
3. Extent of your success with pupils in Summer, 1965**	2.7059	2.2131	1.9701	.0321
4. Extent of your success with pupils in Summer, 1966**	1.5882	1.2459	1.2537	.0853
5. Extent of your success with pupils since you began**	2.2941	2.1475	1.9552	.5613
6. What proportion of 15 pupils would you expect to be helped significantly**	2.3529	2.2623	2.0299	.2308
7. Extent of change in your approaches and methods since beginning***	2.5882	2.2623	2.1642	.2176
8. Extent of your success with pupils from the various ethnic groups****	5.8235	6.3279	5.8209	.0969

*Lower ratings are more positive; higher ratings are more negative. Range of scores is from 1 to 5.

**Lower ratings indicate more, perceived success; higher ratings indicate less, perceived success. Range of scores is from 1 to 7 for items 2 to 5, and 1 to 6 for item 6.

***Lower ratings indicate greater, perceived change; higher ratings indicate less, perceived change. Range of scores is from 1 to 4.

****Lower ratings indicate less, perceived success; higher ratings indicate more, perceived success. Range of scores is from 1 to 8.

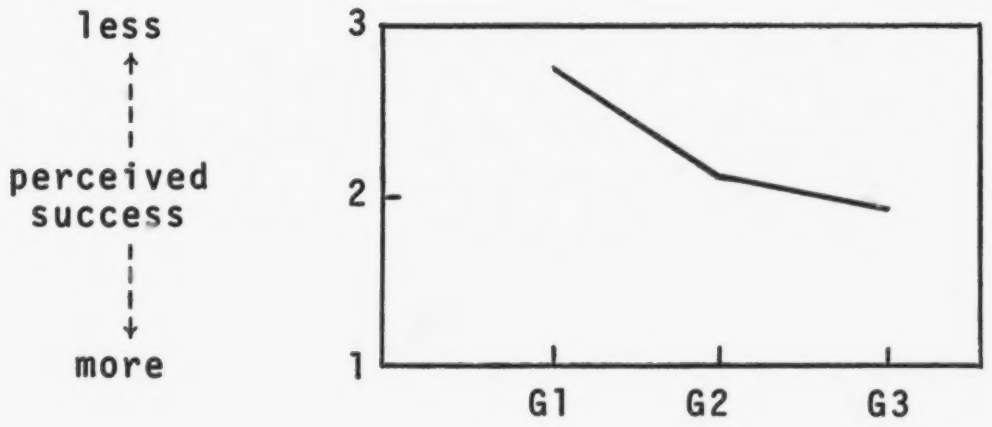

Fig. 5. Extent to Which Groups of Teachers, Varied According to Their Years of General Teaching Experience, Perceived Themselves As Successful With Their Head Start Pupils in the Summer of 1965

Table 5

Means and Levels of Significance Between Groups of Teachers, Who Varied According to Years of General Teaching Experience and Who Compared Pupils Who Participated in Head Start Programs With Pupils from Similar Environments Who Did Not Participate in Head Start

Item	Group Mean			
	G1	G2	G3	P
How do your Head Start pupils compare with Non-Head Start pupils in:				
1. Social relationships*	1.3333	1.7308	1.6757	.3087
2. Being ready for school*	1.4167	1.6154	1.4595	.5886
3. Completing learning tasks*	1.6667	1.9615	1.8378	.6142
4. Feeling secure in school*	1.5833	1.4615	1.5405	.8371
5. Controlling their feelings*	1.8333	1.8462	1.8108	.9835
6. Their opinion of themselves*	1.9167	1.6538	1.8108	.5421
7. Their knowledge and comprehension of numbers*	1.5833	1.5769	1.7568	.6368
8. Their ability to think logically*	1.5833	1.8462	1.8378	.5801
9. How well do you identify yourself with culturally deprived children**	7.3333	6.8846	7.1351	.7575

*Lower ratings indicate greater success for Head Start pupils; higher ratins indicate greater success for Non-Head Start pupils. Range of scores is from 1 to 5.

**Lower ratings indicate greater difficulty in identifying with culturally deprived children; higher ratings indicate greater identification with culturally deprived children. Range of scores is from 1 to 9.

Data were collected also from teachers grouped according to their years of specific teaching experience, that is, years of experience with culturally deprived children. These three groups of teachers--S1 those teachers who had no previous teaching experience with culturally deprived children, S2 those teachers who had between one and five years of teaching experience, and S3 those who had taught culturally deprived children for six or more years--responded to items related to their perception of the effectiveness and their acceptance of Head Start as shown in Table 6. The groups of teachers varied significantly in their perceptions of the attitudes of the families of Head Start children. Inexperienced, S1, and more experienced, S3 teachers expected those families to change their attitudes toward school and education less favorably than did teachers with one to five years of specific experience. Figure 6 provides a distribution of group means along this dimension.

Means for responses of each of the three groups of teachers to items indicating their awareness of cultural deprivation are found in Table 7. Significant differences were observed on one variable. These data indicate, as

Table 6

Mean Responses and Level of Significance of Teachers, Who Were Divided According to Years of Specific Teaching Experience, to Items Concerning the Effectiveness and Acceptance of Project Head Start

Item	Group Mean			
	S1	S2	S3	P
1. How you feel, presently, about Project Head Start*	4.7534	4.6271	4.5385	.7652
2. How successful has Head Start been in upgrading the overall educational and personal development of the children***	2.2877	2.1356	1.7692	.3029
3. What proportion of pupils in Summer Head Start programs in Texas were helped significantly*	2.9315	2.6441	2.6154	.5920
4. What proportion of pupils in full year Head Start programs in Texas were helped significantly**	2.4658	2.3729	2.1538	.7253
5. Describe your present feelings of the usefulness of Project Head Start*	5.3425	5.3220	5.3846	.9812
6. Your reaction to problems we face and Head Start**	2.6986	2.4068	2.4615	.5435
7. Effect of Head Start on the community it serves**	2.1233	1.8983	2.0000	.8739
8. Effect of Head Start on changes in approaches to child behavior by families with Head Start children**	1.7945	1.8475	1.7692	.9872
9. Attitudes of families with Head Start children changed toward school and education**	2.3836	1.9661	2.5385	.0160
10. Change in ability of Head Start children to perform in classroom**	2.5342	2.4746	2.1538	.3196
11. Effect of Head Start on attitudes of children toward school**	2.2466	2.3729	2.0769	.3343

*Lower score is more negative; higher score is more positive.
**Lower score is more positive; higher score is more negative.
***Lower score is more successful; higher score is more unsuccessful.

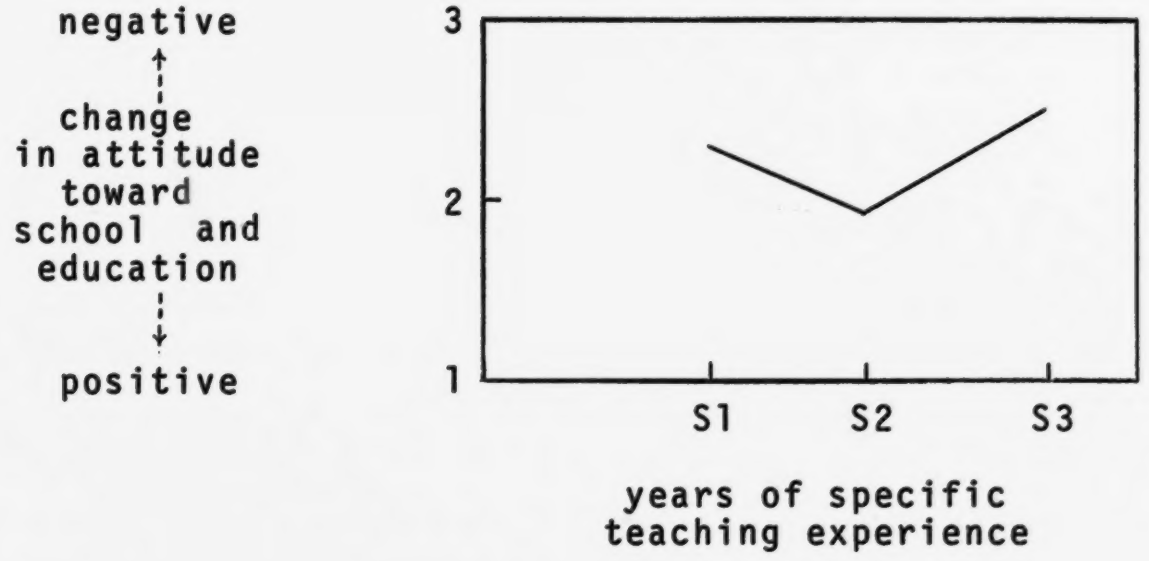

Fig. 6. Changes in Attitudes Toward School and Education By Families of Head Start Children, As Reported by Teachers Varying in Years of Specific Teaching Experience

Table 7

Mean Performance and Level of Significance for Each Group of Teachers, Divided According to Years of Specific Teaching Experience, to Items Indicating an Awareness of Cultural Deprivation

Item	Group Mean			
	S1	S2	S3	P
1. Extent to which problems of culturally deprived are understood by those who try to help them*	3.8904	3.8305	3.7692	.9532
2. How long have you been aware of effects of cultural deprivation**	3.8493	4.1356	4.2308	.2768
3. Extent to which you read of cultural deprivation***	4.2055	4.7288	4.5385	.0398

*Lower the score, the poorer the understanding; higher the score, the better the understanding. Range of scores is from 1 to 7.

**Lower the score, the fewer years aware; higher the score, the greater the number of years aware. Range of scores is from 1 to 5.

***Lower the score, the less one reads; higher the score, the more frequently one reads. Range of scores is from 1 to 6.

shown in Figure 7, that teachers with no previous teaching experience with culturally deprived pupils read less of cultural deprivation than do teachers who have teaching experience with these children.

The data were analyzed to determine whether the groups of teachers differed significantly in how successful as Head Start teachers they perceived themselves to be. Items related to these self-perceptions as successful teachers are presented in Table 8. No significant differences were observed between the experiential groups.

Each group of teachers judgmentally compared children from similar, culturally deprived environments, but who differed either by participating or not participating in a Head Start program. Mean responses and levels of significance for teacher groups for these data are found in Table 9. Teacher groups perceived Head Start participants differently on the variable comparing completion of learning tasks. Teachers who had six or more years of teaching experience with the culturally deprived perceived pupils who participated in Head Start to be more persistent than non-Head Start pupils in completing learning tasks to a greater extent than did the other groups of teachers.

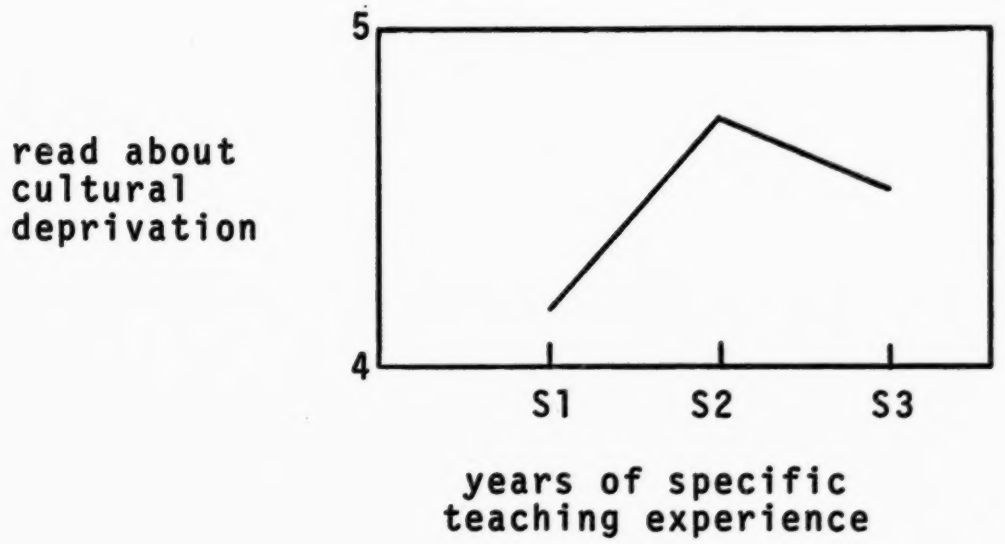

Fig. 7. Extent to Which Groups of Teachers, Varied According to Their Years of Specific Teaching Experience, Read about Cultural Deprivation.

Table 8

Mean Performance and Level of Significance Between Groups of Teachers, Varied According to Years of Specific Teaching Experience, Indicating the Degree to Which They Perceive Themselves as Successful in Head Start

Item	Group Mean			
	S1	S2	S3	P
1. Would you become involved in Head Start again?*	1.2740	1.2203	1.0769	.5325
2. Extent of success of programs in which you have been involved in improving the educational and personal development of the pupils**	2.1781	2.0847	1.6154	.2813
3. Extent of your success with pupils in Summer, 1965**	2.3014	2.0508	1.8462	.2188
4. Extent of your success with pupils in Summer, 1966**	1.1233	1.1695	1.4615	.6358
5. Extent of your success with pupils since you began**	2.2192	1.9661	1.7692	.2590
6. What proportion of 15 pupils would you expect to be helped significantly**	2.2329	2.0508	2.3077	.5600
7. Extent of change in your approaches and methods since beginning***	2.3973	2.1017	2.1538	.1527
8. Extent of your success with pupils from the various ethnic groups****	6.0000	6.0847	6.0000	.9385

*Lower ratings are more positive; higher ratings are more negative. Range of scores is from 1 to 5.

**Lower ratings indicate more, perceived success; higher ratings indicate less, perceived success. Range of scores is from 1 to 7 for items 2 to 5, and from 1 to 6 for item 6.

***Lower ratings indicate greater, perceived change; higher ratings indicate less, perceived change. Range of scores is from 1 to 4.

****Lower ratings indicate less, perceived success; higher ratings indicate more, perceived success. Range of scores is from 1 to 8.

Table 9

Means and Levels of Significance Between Groups of Teachers, Who Varied According to Years of Specific Teaching Experience and Who Compared Pupils Who Participated in Head Start Programs With Pupils From Similar Environments Who Did Not Participate in Head Start

Item	Group Mean			
	S1	S2	S3	P
How do your Head Start pupils compare with non-Head Start pupils in:				
1. Social relationships*	1.5161	1.8000	1.4444	.2317
2. Being ready for school*	1.4194	1.6571	1.2222	.1353
3. Completing learning tasks*	1.8387	2.0286	1.2222	.0361
4. Feeling secure in school*	1.6774	1.4000	1.4444	.2032
5. Controlling their feelings*	1.8710	1.8571	1.5556	.5146
6. Their opinion of themselves*	1.8065	1.8000	1.5556	.6437
7. Their knowledge and comprehension of numbers*	1.6452	1.6286	1.8889	.6791
8. Their ability to think logically*	1.7419	1.8857	1.6667	.6567
9. How well do you identify yourself with culturally deprived children**	7.2903	6.9429	6.8889	.7056

*Lower ratings indicate greater success for Head Start pupils; higher ratings indicate greater success for non-Head Start pupils. Range of scores is from 1 to 5.

**Lower ratings indicate greater difficulty in identifying with culturally deprived children; higher ratings indicate greater identification with culturally deprived children. Range of scores is from 1 to 9.

Figure 8 illustrates the differences in the perceptions of the teacher groups.

The final hypothesis, that of interaction, was tested over the variables presented in Section B of the AEF. A significant interaction between groups over time was observed on teacher responses to a comparison of Head Start and non-Head Start children from similar environments in their persistence in completing a learning task. Table 10 presents the data and Figure 9 the interaction of the means for this variable.

Discussion

Analysis of teacher responses to the scales administered to them in 1965 and in 1967 indicate that teachers employed with Head Start pupils appear to have positive attitudes, expectations, and evaluations of both the children and the performance of the children. Teacher background information produced few differences among the teachers. Generally, teachers participating in this study can be described as having lived, during most of their childhoods, in areas that were predominantly Anglo, but with a substantial proportion of Negro and Latin-American

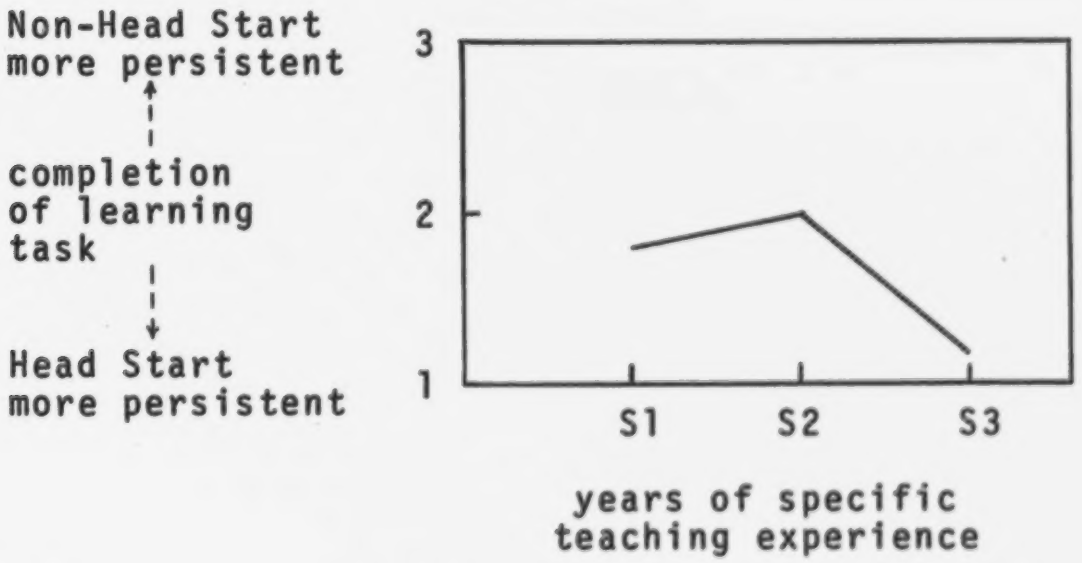

Fig. 8. Extent to Which Groups of Teachers, Varied According to Years of Specific Teaching Experience, Perceive Head Start Participants to be More Persistent in Completing Learning Tasks Than are Non-Head Start Pupils From Similar Environments

Table 10

Analysis of Variance of Groups of Teachers, Varied According to Types and Number of Years of Teaching Experience, In Response to Their Evaluation of Head Start Pupils Persistence in Completing a Learning Task as Compared to Non-Head Start Pupils From Similar Environments

Source	Mean Square	DF	F-Ratio	P
Total	.8252	149		
Between	1.0465	74		
Groups	.7023	5	.655	.6509
Error (G)	1.0714	69		
Within	.6067	75		
Trials	.0067	1	.012	.9094
Group x Trial	1.4338	5	2.581	.0332
Error (T)	.5554	69		

Group	G1S1:	G2S2	G2S2	G3S1	G3S2	G3S3
Group x Trial Means:						
Trial						
Pre	2.0833	2.4286	2.1053	1.7500	2.2500	1.4444
Post	1.8333	2.2857	1.6842	2.3333	2.0625	2.2222

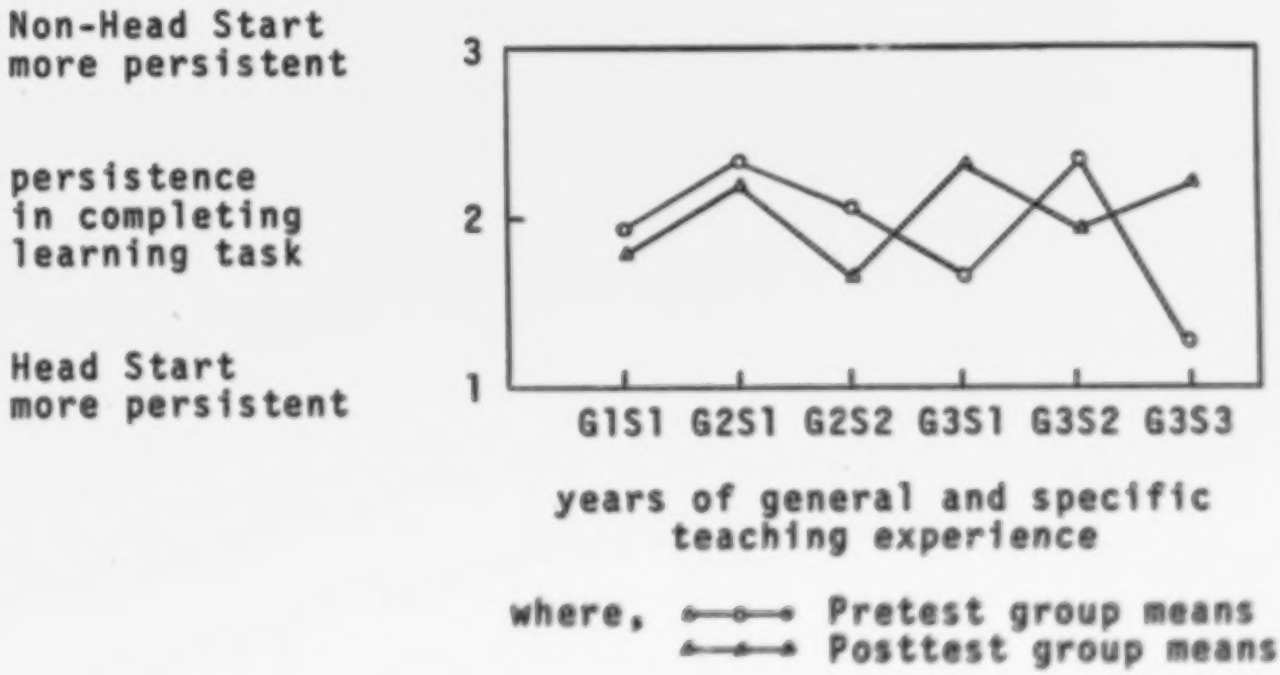

Fig. 9. Interaction of Groups of Teachers and Time of Response in Response to Comparison of Head Start and Non-Head Start Children From Similar Environments in Persistence in Completion of Learning Tasks

families. Their families were in the lower-middle social class. Teachers differed, according to their years of general teaching experience and in the number of years they had taught in their school district. Other differences were those, according to the research model, of years of general and specific teaching experience.

A description of the school milieu, in which the teachers teach currently, is available through an item analysis of the AEF data. During the two periods investigated, 1965-66 and 1966-67, pupils of these teachers were in the lower to lower-middle classes of the social substratum. This social class range was similar to that of other classes in the school, indicating that, Head Start classes, although unique, were not "different" or "special." The ethnic composition of these schools included approximately 50 percent Latin-American, 35 percent Anglo, and 15 percent Negro pupils in the 1965-66 period. Slight variation was observed in the 1966-67 school term, during which Anglo and Negro ethnic groups were equal, approximately, with 25 percent each. Teachers reported that ethnic background of students received little attention in their schools.

Although both pre- and posttest data suggest that teachers have a positive regard for Head Start pupils, teacher effectiveness, changes within families of Head Start children, and the potential both at the local and state levels of Head Start, significant differences between groups of teachers were observed. Undifferentiated teachers, that is, the total sample of teachers, showed little difference between pre- and posttest responses; however, teachers did indicate less expected difference between the persistence of Head Start and non-Head Start children in completing a learning task.

When teachers were divided into groups according to their years of general teaching experience, differences were determined on several variables that indicate attitudes toward the effectiveness and acceptance of the Head Start program. Teachers who had previous teaching experience, G2 and G3, more than inexperienced teachers, G1, perceived Head Start as a solution to some of the problems schools confront currently, and as a method of modifying the attitudes of families of Head Start children in order that these parents perceive school and education more positively. The data indicate that the more experience

a teacher has, the greater the probability of perceiving Head Start as effective in improving the ability of Head Start participants to perform competently in public schools.

It appears that experienced teachers have greater insight into educational problems and expect Head Start to help resolve some of these difficulties. The greater insight of experienced teachers is explained in terms of cognitive traces from their experiential background that form cognitive structures differing from those of inexperienced teachers. Currently, experienced teachers perceive and accept Head Start as having a potentially more positive effect on education.

Analysis of the data indicating an awareness of cultural deprivation supported the above mentioned observation that the more experience a teacher has the more cognizant she is about the effects of cultural deprivation. This difference was significant. The results indicated that more experienced teachers not only are more aware of the effects of cultural deprivation and expect Head Start to resolve some of the problems of education, but that they perceive themselves more as successful teachers of culturally deprived children than do less experienced teachers.

The analysis of the data in terms of years of general teaching experience appears to confirm the hypothesis that existing cognitive traces, similar for similar groups of teachers, result in similar cognitive structures toward Head Start, culturally deprived pupils, and the teacher, herself, as being successful.

An interesting trend was observed on the variables that had significant differences between groups of teachers, divided according to years of specific teaching experience with the culturally deprived. Teachers with initial experience with the culturally deprived appeared more positive than teachers with no or with six or more, years of experience. It appears that the initial teaching contact with Head Start children encourages the teacher, whose attitude becomes more positive. With continued experience the attitudes and expectations, although still positive, become less positive and perhaps more realistic. Teachers from group S2 have more positive expectations of changes in attitudes toward school and education by families of Head Start children and read more about cultural deprivation, but expect non-Head Start more than Head Start pupils to be persistent in completing learning tasks, than do teachers from groups S1 and S3.

The implication is that teachers have formed previous cognitive structures, or attitudes and expectations, concerning culturally deprived pupils. Upon their initial exposure to these children and Project Head Start, new concepts arise. These newly formed concepts must be subsumed, or incorporated, into existing constructs, or existing constructs must be modified. From analysis of the data in this investigation, it appears that attitudes and expectations are incorporated into previous cognitive structures, that is, after the initial exposure to new teaching experiences, teacher attitudes approximate those held prior to the teaching experience. Therefore, the attitudes and expectations of groups S1 and S3 are similar, but differ from S2.

Analysis of teacher responses showed significant interaction between time and groups on one variable comparing Head Start and non-Head Start children in their persistence in completing learning tasks. Additional research is necessary to interpret this interaction.

It appears that the developed cognitive structure of a teacher does not vary greatly over a two year experience with Head Start children. The existing structure of

the teacher does not vary according to her years of general teaching experience and influences what she perceives as effective in teaching children. She has a positive attitude toward Head Start as a potential solution for some problems of education. Years of experience with culturally deprived children and years of teaching experience in general do not vary significantly on variables tested in this research.

Additional research is needed to determine how general and specific years of teaching experience interact, and whether results similar to those found in this study persist over longer periods of time. Studies with teachers from different social class backgrounds should also be conducted. Another important area in which additional research is needed is teacher education. It would be both interesting and beneficial to know what effects knowledge of information as that reported here would have on inexperienced teachers as they confront Head Start classes for the first time.

REFERENCES

Ausubel, David P. A subsumption theory of meaningful verbal learning and retention. J. gen. Psychol., 1962, 66, 213-224.

Friedman, S. T., John Pierce-Jones, W. E. Barron, and Bill S. Caldwell. Project Head Start: teacher interest and commitment. Pub. opinion Quar., 1967, 31, 279-284.

Kornberg, Leonard. Current trends in Negro education and shorter papers: Slum children and new teachers. J. neg. Educ., 1963, 32, 74-80.

Rabinowitz, W., and I. Rosenbaum. Teaching experience and teacher attitudes. Elem. sch. J., 1960, 60, 313-319.

Riessman, Frank. The culturally deprived child. NY: Harper and Row, 1962.

Riessman, Frank. The overlooked positives of disadvantaged groups. J. neg. Educ., 1964, 33, 225-231.

Wilson, W. C. and George W. Goethals. The relation between teachers' backgrounds and their educational values. J. educ. Psychol., 1960, 41, 292-298.